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ABSTRACT

This study discusses the effectiveness of the use of simulations in a social studies classroom. The purposes were to: (1) define a simulation; (2) discuss its origin and underlying educational philosophy that advocates its uses in the classroom; and (3) analyze the current literature available and answer some of the controversial questions posed by education researchers about the educational value of simulations to teach content and factual information. The study describes a field study of two fifth grade classrooms with one as the control group and one the experimental group. The two groups were taught about working conditions, labor unions, and the process of collective bargaining. The study showed that the use of simulations did not inhibit the learning of factual information when compared to the control group taught in the traditional lecture and question-answer mode. The use of simulation brought more significant affective and social awareness to the plight of the laborers in the beginning of the 19th century. The appendix contains the lessons used to teach this unit. Contains 11 references. (EH)

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Effectiveness of the use of simulations in a Social Studies Classroom

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Running Head:EFFECTIVENESS OF SIMULATIONS

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Abstract

This study discusses the effectiveness of the use of simulations in a social studies classroom. The paper defines a simulation and discusses its origin and the underlying educational philosophy that advocates its uses in the classroom. It also analyzes the current literature available, to answer some of the controversial questions posed by education researchers about the educational value of simulations on teaching content and factual information. Finally, it examines a field study done with two fifth grade classrooms. This study showed that the use of simulation did not inhibit the learning of factual information when compared to a control group taught in the traditional lecture and question-answer mode. Instead, the use of simulation brought more significant affective and social awareness to the plight of the laborers in the beginning of the nineteenth century.

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Chapter One : The Need

The Active Learning and Teaching Trends

Many of the current trends in teaching methodology advocate the active learning modes in classroom practice in almost every subject matter. In science, the praised methods are *discovery learning* and the *constructivist approach* which is based on *experiential learning.* In language arts, it is the *whole language approach* that bases its philosophy on having language arts reflect children's everyday experiences. In mathematics, it is the reintroduction of *manipulative and problem solving strategies* that allows students to manipulate concrete objects to solve "real life" problems. It is fashionable to be using these methodology in an elementary classroom. Social studies also has caught this "active learning and teaching" fever and it encourages social studies teachers to create an experiential learning environment through reenacting a historical event through dramatic role play or through simulations and educational software games. In an article entitled "Classroom Practice and

Educational Research", Sweeney and Garrett(1990) states that "Quality simulations appear to provide one of the most promising uses for computers in the social studies. Simulations provide students with opportunity for decision making and for projecting the relationship of many factors"(p. 279). This innovative approach of using computers in the classroom is indeed a novel teaching method, however, the use of simulations in the classroom is not a new approach. It is an approach that existed for many decades that has just come back in vogue in the education research community.

The Purpose:

While the "Active Learning and Teaching" trends continue to stay in vogue in the education community, the purpose of this study was to find out whether the use of simulations in a social studies classroom was the optimal way to teach certain concepts. Most of the research literature proposed that the use of simulations was ideal in teaching critical thinking skills and affective skills. It provided students with another dimension of appreciation for history and gave a taste of realness to historical figures and people from the past that were difficult to grasp from listening to lectures and reading the textbook. I became interested in this topic because I believed that experiential learning can be more meaningful and have longer retention value than rote memorization of historical fact. I also wanted to design an original simulation to be used in a social studies classroom so that I would understand the process of constructing a good simulation. It seems relevant to note that although educators praise the use of simulations, many

teachers in the teaching field are hesitant to use it because it is more time consuming to design such a simulation and to implement it, than the traditional method of lecture and question-answer.

Hypothesis

The hypothesis of this study was that the use of simulation in a social studies classroom would be an effective method to teach factual information, while creating critical thinking skills, instilling affective skills and providing more enjoyment from learning than the traditional method of lecture and question-answer.

The Overview

The purpose of this paper was to give an overview of the relevant literature available on the effectiveness of simulations and its versatility as an instructional tool. At the same time it mentions some of the drawbacks and limitations and cautions teachers so that they will be wary of the potential misuses of simulations. In *Chapter Two, Section One* of the literature review, the paper defines a simulation and gives an account of how simulations originated and were used in the past and how it came into vogue in the education community. Then in *Section Two*, it outlines some of the educational philosophies which support the uses of simulations in the social studies classroom. *Section Three* summarizes the controversy that surrounds the issue of the value of simulation. In *Chapter Three, Section One*, the researcher describes the process in developing a simulation. *Chapter three, Section Two* describes a study. The study was designed to show how certain concepts, like the rise of labor union in the late 1800's and the concept of collective bargaining,

could be effectively taught through a simulation activity. In *Chapter Three, Section Three* there is an evaluation of the study and some afterthoughts about the uses of simulations in a social studies classroom which may encourage while giving caution to teachers when they develop their own exciting and educational simulation for their students. Ultimately, this study was an attempt to show that with a carefully designed simulation, students would learn as much as the students who learn through the traditional lecture-note style while getting more enjoyment out of learning.

Chapter 2 Literature Review

Section 1 : Definition of a Simulation

A simulation is sometimes referred to as a role play and simulation-game. These terms are often interchangeable but have several distinct features that set them apart. Games implies that the participants will have fun and that they will be highly motivated and entertained but may not necessarily have an educational objective. An example of a game would be MONOPOLY. Role playing is a dramatic performance of a historical character. A role play is always a simulation, but a simulation need not necessarily be any type of role play(Crookall, Oxford and Saunders 1987). A working definition that the ISAGA (International Simulation and Gaming Association) and the British based association SAGET(Society for the Advancement of Games and Simulation in Education and Training) decided on was that a simulation is, "A working representation of reality: it may be an abstracted, simplified or accelerated model of the process"(Jones 1980 p. 12). By "representation of

reality", they mean that a simulation is not an exact replica of a social process but the designer of the simulation can purposely manipulate the realistic aspects of a situation or simplify the reality for educational purposes. A good simulation will be a good imitation of reality, one in which produces educational aims and instills human values. Others have defined a simulation as an "all inclusive term which contains those activities which produce artificial environment or which provide artificial experiences for the participants in the activity(Garvey 1971 p. 117). A simulation "delineates a range of dynamic representations which employs substitute elements to replace real world components"(Taylor and Carter 1970 p. 20). It "is a replica of a real world situation worth learning. An educational simulation permits a person to become a working member of the system, to set goals, to develop policies, and to analyze information"(Klietsch 1973 p.8). And "essentially [it] allows the student to live vicariously. Furthermore, the simulation has the desirable quality of enabling the teacher to manipulate various courses of action and

their consequences without the students suffering physically for wrong choices"(Brodbelt 1969 p. 176).

History of Simulations

The history of uses of simulations can be traced back to more than 1500 years ago in India where the ancient game of chess was first played(Jones 1980). Chess was a simulation game which tried to simulate battles between two nations with the various game pieces representing competing forces possessing varying degrees of strength. Later these games were refined by a Prussian who discarded the chess pieces and made a more realistic simulation of a war game by replacing the chess pieces with pieces which represented actual infantry, artillery and cavalry units. The game was also played on a map with terrain models of the proposed areas of combat. More recently these war games have developed into computer war games which are now used as an integral part of the military security planning and war tactics(Maidment and Bronstein 1973).

In addition to militaristic uses, simulations were often used by social scientists as an attempt to

anticipate and prevent possible future international crisis and also to aid in policy planning. Simulations have helped local, state and national government officials make more rational decisions in such fields as health care, transportation, welfare and monetary planning(Thiagarajan and Stolovitch 1978).

The benefit of using simulations to anticipate problems, plan policies, try out military strategies and manipulate social policies is that these situations are not real but are representation of reality thus if the simulation turns out to have negative outcomes or consequences, it will not be detrimental to the participants of the simulation(Maidment and Bronstein 1973).

Simulation use in the classrooms

The growth and development of instructional simulation did not begin until the 1950's when the "INTER-NATION" Simulation (I-NS) was introduced into the undergraduate and graduate political science courses. Researchers began studying the effects of simulations and reported the educational value of its use in teaching complex social structures. Then the "band wagon" started moving and every teaching professional started "jumping on it" as they usually do when a new teaching method appears. Thus, starting the 1960 and 1970's, educators and researchers from elementary and secondary schools started designing simulations. As the major education philosophy shifted its emphasis from teaching by rote memorization of facts and principles to fostering an understanding of the structure and dynamics of political and social processes and developing problem solving skills, the use of simulations became even more popular in the education community(Maidment and Bronstein 1973 p.13).

There is a big market in the education arena that profits from making and writing about instructional

material for teachers. In some of the "How to make Simulation" handbooks, the researchers have pinpointed some subject matter and instructional objectives that work better taught as a simulation. Jones(1985) states in his handbook that simulations are ideal for teaching affective skills, complex social and political structures, and conflict resolution skills. According to Maidment and Bronstein(1973) simulations are most often used in elementary and secondary classrooms for three purposes. One is to prepare the student to assume a role that he/she will someday have to play or to better execute a role he/she is already playing. An example of this would be simulations in which one teaches students about installment buying in a commercial simulation called "Consumer Credit". The second purpose is to teach the student about the roles and processes that will affect his/her life, but in which he will not likely participate, like the foreign policy decisions made by the president. The third purpose is to teach the students about the courses and outcomes of certain historical events. Teaching history events through simulations has become quite

popular in recent years because it has the potential of making uninteresting events come to life and give students better understanding of the thoughts and action of previous generations(Nesbitt 1971). Because simulations provide several dimensions in learning social studies, it also dispels the notions and misconceptions that there is only one cause for a major historical event. Instead, students learn that there are many factors involved in a single event and that the causal relationship to a certain historical event may involve emotional, psychological, social, political, economical, philosophical and personal reasons.

Section Two: Effectiveness of simulation based on learning philosophies

If we were to summarize the significance of all the interactive teaching strategies that are in vogue, it could be as simple as the Chinese proverb, "I hear and I forget. I see and I remember. I do and I understand". Kolb's theory on the Learning Cycle suggests that, "Learning is the process whereby knowledge is created by the transformation of experience" and "Learning is the process of preparing to deal with new situations" (Thatcher 1986 p. 147). Botkin, Elmandra and Melitza (1979) states that, "Learning occurs consciously and unconsciously, usually from experiencing real life situations although simulations and imagined situations can induce learning"(Thatcher 1986 p. 145).

In Social Studies teaching methods textbooks, the description and evaluation for uses of simulations in the classroom is found under the section entitled, "Interactive teaching strategies" in Van Cleaf(1991) Action in Elementary Social Studies and "Iconic learning" in Maxim(1991) Social Studies and the

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Elementary Child. According to Van Cleaf, simulations have real life parallels that motivate children to learn through experiences. Simulations allow students to foster their decision making skills while allowing children to work together and to react to challenges by sharing information, ideas and possible responses. Maxim(1991), who classified simulations under iconic learning strategies, defined these modes of learning to involve "imagery" or using representations of real objects or actual life situations that allows children to consider alternatives while making decisions and realizing what people actually face under similar conditions. It is important to note the word "representation" is always used to define a simulation. In a simulation, students are exposed to certain aspect of the "real thing because it includes only those selected elements that the designer of the simulation deems relevant to the purpose"(Adams 1973 p. 55).

In an article entitled "Promoting Learning through games and simulations" Thatcher(1986) states that "fundamental to all learning is some kind of active experience and that from the earliest days of childhood

we are learning from experience by discovery and experimentation and by interacting with that experience making sense of it by ourselves"(p. 146). He mentions Kolb's Learning Model that describes the learning cycle as four related parts, *Concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation.* As he describes each of these steps he explains how simulations are one of the best ways to provide this learning experience for students because a simulation possesses all these experiences. For example, a simulation provides *Concrete Experience* during the action part of the simulation and a time for *Reflective Observation* and *Abstract Conceptualization* during the debriefing period. After learning through this process, they may use what they have learned when faced with an *Active Experimentation or real situation*(Thatcher 1986).

Some proponents of simulation use in the classroom base their support on Piaget's Play theory. Heitsmann(1986) suggests that simulation can provide opportunity for students to "play" in a structured yet open atmosphere. Piaget's work shows that providing

concrete props facilitated learning because they help students "bridge the gap between the known and unknown thus increasing the degree to which new material can be assimilated"(Goody and Brophy 1991 p. 356).

Cognitive Learning

One advantage of using simulations is that it is an effective instructional design that enables teachers to take students to higher levels of learning, beyond the conventional factual learning level. Educators have credited Benjamin Bloom with the taxonomy of objectives for the domain of learning that classifies them in three categories, the cognitive (intellectual abilities and skills), affective (attitudes and values) and psychomotor (motor skills and coordination)(Goodman and Brophy 1991). Within the cognitive domain, Bloom defines a hierarchy of learning behaviors from simple to complex. They begin at the *Knowledge Level*, which allows the recalling of specific bits of isolated information then to the *Comprehension Level* which students mentally organize and reorganize the information for particular purposes. Then students move into the *Application Level* which encourages them to use the information learned in a new situation. The next level, *Analysis Level* involves the students ability to break down the material forming opinions and conclusion. *And finally, synthesis level* involves the

process of combining information to create something new(Goodman and Brophy 1991). Evaluation requires the students to make the judgment about the accuracy or value of ideas. Though everyone in the education field are aware of such a learning hierarchy, many times learning takes place at the most basic level of Bloom Taxonomy, in the *Knowledge Level*.

The main asset to teaching a lesson through a simulation, according to all relevant research is that it teaches students critical thinking skills by examining the alternative strategies, anticipating those of others and analyzing the validity of the simulation(Maidment and Bronstein 1973 p. 52). The structure of the simulation is flexible and it allows participants to act out and interact with others in a decision making setting with rules for choosing among designated options or playing out certain constraints. An example would be for a participant to take a role as a delegate to the United Nation and be given the decision making task of deciding if their country is to enter the War in the Gulf. Through such active learning processes, students learn the causal

relationship between their behavior and outcome of events.

Affective Learning

Simulation games help students attain affective objectives. Schools sometimes are pressured to reach a certain achievement score thus they place heavy emphasis on cognitive goals and overlook the importance of students' emotional development. Simulations induce cooperative skills for students by setting up group decision making tasks.

While fostering cooperative nature in students, simulations help a heterogeneous group of students share different skills, background experiences and point of view(Thiagarajan and Stolovitch 1978). Simulations also develop pupil cooperation. Children learn to share and discard ideas and to accept compromise as a means of reaching satisfactory conclusions.

As students become involved in the role, they start to develop a sensitivity and understanding of the situation of the individual whose roles they have assumed(Nesbitt 1978). Simulations help participants gain empathy for real life decisions makers and may produce some attitudinal changes within the students.

The Value of Simulation Games

Students can learn from the experience of participating in a simulation and they may also learn as a result of the activities that follows a simulation that explores their experience from the activity(Nesbitt 1978). Nesbitt calls this the "post mortems" of a simulation where a teacher may use students' experience with the simulation activity as a take off point for discussion for their belief about the reality that has been simulated. Students have the opportunity to compare their experiences in the game with what they believe to be true about the real world. The debriefing is the most important part of the learning process because it is at this time where the teacher can encourage students to criticize the simulation on its own terms, and comment whether its rules and outcomes were satisfactory. They can be asked to consider whether the game really mirrored some reality and analyze the defects or shortcomings in the social process or system being studied. Students may discover alternative solutions to conflicts. Thiagarrajan and Stolovitch(1978) propose that games

provide a proven tool to preserve the integrity of a complex situation and enable students to learn skills associated with allocating resources, making decisions, negotiating policies and resisting persuasion. Simulation filter out the excess noise of the real world and provide the participants with a purposefully structured learning situation.

Section Three: Controversial literature review

Simulations teach factual knowledge?

In determining whether a simulation is effective in teaching factual knowledge, one can compare it to the acquisition of factual knowledge by a different mode of teaching. Many researchers in the past have used the "traditional model" which includes lectures, question and answer methods as a means for comparison. Heinkel(1970) showed that a class of college students who played a simulation called NAPOLI for four hours showed the same amount of cognitive learning as a control group taught by lecture-question and answer method.

Baker(1968) compared two eight grade classes who studied a 15 day unit in American history by using simulation and the two other eight grade classes using traditional methods in which the teacher presented the historical material stated in the book. Each pupil read the material, discussed it briefly in the class and were given some questions to answer at the end of the chapter. When the same test was administered the simulation group outperformed the traditional group by

a substantial margin. When the same test was given again without notice six weeks later the simulation group again outperformed the control group.

Boocock, Schild and Stroll(1969) compared high school students who played DEMOCRACY and LIFE CAREER for five class periods with a control group who during the same time read and discussed materials covering the same content as the two games used in the experimental classes. The control group outperformed the experimental group on the test used to measure learning from the games.

In Garvey and Seiler(1966) study, comparing high school students, the control group who was taught with instruction similar in every respect to that received by the experimental group except the simulation period was replaced by lecture and discussions. The control group showed larger gain in factual and conceptual knowledge. When the students were retested two month later the control group showed larger gain in factual knowledge even in retention.

It is important to question the possibility of the age specific relationship in these studies because it

is plausible to assume that the college students and high school students do not benefit as much from the simulation because they do not need as much action oriented learning, based on the theory of Jerome Bruner's Three Cones of Classroom Experiences(Maxim 1991). The three levels of learning modes are identified as enactive, the direct experiences, iconic, representations of reality and symbolic, verbal and visual symbols(Maxim 1991). This hierarchy suggests that young children need more enactive experiences than older students but as students mature they are able to learn from the symbolic level.

Dr. Cherryholmes(1963) responsible for adapting Inter-Nation comments "research to date indicates that high school students are highly motivated by the simulation but that regarding learning, critical thinking, attitude change and retention, I-NS participants are not significantly different from students who study in a conventional manner. Although students are encouraged to test propositions, to compare simulate behavior with referent behavior and to offer revision of the parts of the simulations,

students do not discover structural relationships in the simulation instead, they memorize them. He feels that simulations might have greater value if students built their own simulation and tested them just like social scientists.

Many of the literature that exists on simulations seem to present conflicting views on the effectiveness of simulations in social studies education. Some researchers, like Cherryholmes(1963, 1965) and Livingston and Stoll(1973) stated that students' motivation for learning was heightened with the use of simulation games but that simulations were not any more effective for cognitive learning as other methods of teaching. In fact, longitudinal studies are not available to prove any long term retention benefits from a teaching approach like simulations. Although, the realistic approach of simulations seemed to be helpful for some students to understand the way a social system works, studies showed that students of low ability found it difficult to make the necessary transference of the understanding of the simulation game to the real life situation for the simulation to

be effective(Nesbitt 1978). Even in more recent studies, researchers found that simulations were generally no more effective than other methods when it came to teaching factual knowledge. However, the advocates of simulations like Wenworth and Lewis(1973) state that this teaching mode is the most effective way to teach social studies because it fosters critical thinking skills and positive attitudes about studying social studies.

Students preference for simulations

Cherryholmes(1965) found that among high school students who participated in the INTER-NATION simulation 87% agreed that they enjoyed participating in the simulation while only 3% disagreed. Boocock(1963) found that high school students who participated in an election campaign simulation, 87% thought that it was "more interesting or challenging" than their regular class work. Cohen(1969) found that junior high school students who played DEMOCRACY and CONSUMER as part of a special summer school program for unmotivated students preferred the simulation to regular class work because 87% said that the simulation was more interesting, 82% thought the simulation allowed them more freedom to work on their own and 61% thought the simulation gave them better ideas of how well they were doing. Nesbitt(1978) states that there are variety of reasons for why children enjoy simulations. He suggests that majority like them because it is like a game. Simulations give a break in a dull classroom routine. With the interactive method the classroom becomes a more relaxed atmosphere where

the communication line becomes circular rather than linear.

Chapter 3 Design of the study

Section One : Characteristics

A simulation is a contrived activity which corresponds to some aspect of reality(Maxim 1991). The activity involves participants who strive to resolve one or more conflicts within the constraints of the rules of the simulations. Thiagarajan and Stolovitch(1978) says that all simulations consist of a conflict but depending on the instructional objective they will vary on the nature and degree of conflict. Some conflicts might involve competition between participants, while some might require all participants to be working cooperation against an external threat.

Making and Setting up the simulation:

In developing a simulation to fit the need of the students and the topic within a curriculum, one must first decide the educational objective. Although a simulation is to be a real life situation, there will be a need to eliminate some of the real life events in order to be usable in a classroom context. Ultimately

the design of the simulation will depend on one's educational objective which can be classified in two main categories. One objective of a simulation might be to have students gain an affective or attitudinal change to a certain idea or experience. Another educational purpose would be to design a simulation to teach facts, concepts and skills.

After deciding on a concept in which to base a simulation, one must decide on the structure of the simulation which includes the roles, rules, goals, resources, type of interactions and a sequence of events.

Usually simulations consist of three parts-"*briefing, action and debriefing*"*(Jones 1980 p. 12)*. In the briefing, the teacher gives the students (participants) some background information, set clear expectations and educational objectives. Often times, students are given information about the setting of the simulation and the roles that they will take as participants[Figure 1].

When the action begins, the teacher is no longer part of the reality of the situation, she/he may is an

outsider. There is a definite break between the briefing stage and the action stage. At this point, the teacher has no power to manipulate the action of the participants. Students are no longer students but rather assume the roles given to them and make decisions as the role-player would in a real situation.

The Debriefing period is the most critical point in a simulation. Researchers emphasize the importance of debriefing. Debriefing is a time when students are given the chance to reflect and when the experience becomes internalized and becomes an enriching educational experience[Figure 9]. Students at this stage in the simulation explore in detail what choices were available, what decisions were made and how the decision contributed to the outcome(Jarolimek 1991). The play of the simulation game always generates many hurt feelings, emotions, arguments, and disagreements. These feelings should be vent during the debriefing before the teacher tries to conduct an intellectual discussion because "these feelings can result in hostilities among players and toward the teacher"(Thiagarajan and Stolovitch 1978 p.45).

In developing the simulation to study the process that gave rise to the Labor union, the researcher and simulation designer followed the model from a book called The Instructional Design Library that describes the key elements of a simulation game.

Section Two : *Method:*

Two classes in the fifth grade participated in this study. Students were randomly assigned to both classes at the beginning of the year. The experimental class learned a concept in social studies through a simulation activity along with the appropriate factual information[Figure 2-8]. The activity was designed to provide critical thinking skills through the simulation and the important factual information during the debriefing session. The control group learned the concept through lecture, notes and Social Studies textbook. After learning the material students were tested with a carefully designed test that assessed their factual knowledge and critical thinking skills.

Section Three : *Results*

The research objective was to develop an effective way to teach both facts and critical thinking skills through the use of simulation. This was determined by the students' performance on a test of factual information and critical thinking questions. The results of the study showed that students' assessment scores in the experimental group showed to be as good as those from the control group. It agreed with the hypothesis of this study which proposed that the use of simulation was as effective as the traditional model of lecture and question-answer. The other hypothesis that was tested in this study was to see whether students would prefer the simulation compared to their usual method of lectures and notes. Students' written comments showed that 100% of the students found the simulation activity to be the most enjoyable part of the entire unit[Figure 10].

Assessment Scores

Factual Information

Experimental

100% = A+ = 9

90% = B = 4

80% = C = 3

70% = D = 1

* average = 92%

Control group

100% = A+ = 11

90% = B = 3

80% = C = 2

70% = D = 1

* average = 94%

Conclusion:

This study was initiated because the researcher felt that more research was needed to be done on the effects of the use of simulation in the elementary social studies classroom. She read in the research literature some contradicting results about the effectiveness of the use of simulations in teaching factual content and felt that simulations definitely had some educational benefits. The study began with in-depth research on the basic design of a simulation, which helped the researcher create a simulation to be used to teach a Social Studies unit in a fifth grade classroom. While the experimental group was being taught through a simulation activity, the other fifth grade class that served as a control group studied the same concepts through the traditional methods of lecture and notes. Results showed no significant difference between the two groups' assessment scores which led the researcher to conclude that the simulation activity did not inhibit the factual acquisition for the participants in the simulation.

The researcher also found from students written

comments that they enjoyed the simulation activity more than any other part of the unit. Although the following implications made from their written comments on their preference of the simulation activity may not have the basis for broad generalization, the researcher assumed that the use of simulation produced many other benefits. One benefit was that students liked the group decision making skills as shown in one of the participant's comment, "What I liked most was getting into groups and getting to work together to get our demands. It was fun." Another broad implication was that studnets may have learned life skills that they might internalize and use in the future as suggested by these students, "The best thing I liked was when we had teams trying to negotiate because it was fun and it taught me what to do if I worked with low pay." or " I learned that you can reason with someone even when you don't get all your demands."

In conclusion, simulations can be very effective instructional tools while raising students' motivation for learning. As mentioned before, it is unfortunate that simulation are not used more in the classroom.

Most teachers probably find simulation very time consuming to implement and to design, however, the benefits seem to prove its educational worth. Hopefully, this Active Learning and Teaching trend will encourage Social Studies teachers to bring into their classroom Active Experiences for their students so that they can leave lasting impressions and bring more excitement and realness to history.

APPENDIX

Figure 1a

I. Preliminaries

A. Background scenario

General Information

McKing's is one of America's favorite chains of fast food restaurants. Over the years, other fast food restaurants like Dairy Jack and Burger Queen have opened up a couple of blocks from McKing's. With the competition from the other burger joints, the owner of McKing's has made some sudden changes to the management to the store. Meanwhile, the employees have made some demands for better working conditions.

B. Role description

Description of Employee

You work at McKing's full time to support your family. You have been a satisfied worker for 5 years and have become very fast at serving the customers to their satisfaction. You support your family with the money you make at McKing's. Most of the pay is used up for living expenses.

Figure 1b

About the Job

It is a job that involves a lot of time training if you are a beginner to become a fast and good worker.

About the Town

It is a small town with not many job opportunities.

C. Resources and constraints

Conflict:

Owner wants to

1. cut wages 50 cents from their hourly pay which is $5 an hour

The owner believes this is not an unfair decision because Burger Queen and Dairy Jacks pays their employees $4.50 an hour

2. have employees to work overtime

Overtime means that employees have to clean up the work place after the restaurant closes

3. take away employee discount for McKing's food

McKing's employees used to get half price for lunch and dinner if they were working those shifts. No other

Figure 1c

restaurants have done this and the owner feels that employees should pay full price or bring their own lunch and dinner from home.

4. have employees pay for their uniforms

This is a decision based on the fact that many employees who have quit have never returned their uniform and have cost the company a lot of money.

Employees want

1. paid holidays

Employees feel that they deserve the pay on the days the restaurant closes for holidays because it is not their decision to close the restaurant and depend on their set salary to afford living expenses.

2. more pay for overtime

Employees feel that the cleaning work that is done after the restaurant is closed is harder work and feel they deserve more pay.

3. Pay for injuries

Employees feel that if they are injured on the job, for example, grease burns, the restaurant should pay for medical expenses.

Figure 2a

II. Action of the simulation

A. Overall sequence

Lesson Plan

Labor concept:

Collective bargaining involves a series of meeting between representatives of labor and management whose objective is to negotiate a labor contract covering wages, hours and other working conditions.

Goal:

To enable students to better understand the collective bargaining process in labor-management relations.

Objectives:

1. to enable students to understand that individual grievances will not make a change but a collective voice can make effective changes

2. to enable students to comprehend the positions of both labor and management when negotiating a collective bargaining agreement.

Figure 2b

3. to lend students to determine priorities and plan strategies for teaching an agreement.

Procedure:

1. Students will be given the general information (Figure 1)
2. Class will be divided into workers, employers, and negotiator.
3. Each group will read a description about their roles
4. The first round of Decision Making Task
5. Outcome #1
6. The second round of Decision Making Task
7. Bargaining sessions
8. Outcome #2
9. Resolution
10. Termination of simulation

Figure 3

B. Sequence within each round

Decision Making Skill #1

1. As an employee, list your grievances (complaints). Explain why these changes would be unfair. After listing your grievances, decide whether you will

(a) go to the owner and complain yesno

List of Grievances

1._____

2._____

3._____

4._____

5._____

b) consider the consequences of action taken in (a)

* you can be fired
* you can quit
* you can try to talk convincingly to your boss

2. As the owner of McKing's, if one of your workers

came with demands and complaints, will you

(a) fire the employee and replace him/her with another worker

(b) try to listen to all his/her demands

Figure 4

Decision Making Skill #2

Employee

If all the changes that the owner stated takes place, it will affect all the employees at McKing's. What can you do as a collective team of workers?

Employees Choices

1) All employees can team up and all quit

2) Elect a representative to negotiate for better terms

3) Hold a violent strike to prevents customers from getting food at McKing's

Consider the consequences and make the best decision.

Owner's choices

1) Hire new employees

2) Negotiate with Representatives

3) Call in the police to handle the violent workers on strike

Figure 5a

Outcome #1

Employees:

If you decide to (YES) go to the owner and complain then you can be fire or you have the choice to quit. You may also try to reason with your boss. The possible consequences for

1. **being fired:** is that you will be out of a job. This town has limited jobs and you may not be able to find a job for a long time and might not be able to survive.

2. **quitting:** again you will be out of a job. Job opportunities are limited. You will not be able to provide for your family.

3. **trying to talk to your boss** but he will not change his decision because you are just one employee complaining and you can be quickly and easily replaced by another person who is looking for a job.

The consequences of saying (NO) to the question is that you will have accepted the changes made by the owner and will continue to work there at McKing's as a dissatisfied employee.

Figure 5b

The Outcome #1

The Owner

As the owner if you decide to choose

(a) fire the employee and replace him/her with another worker, you will have to take the time and money to retrain the new employee. You will also have the other workers mad at you.

(b) try to listen to all his or her demands, then your restaurant will not be any more competitive than the other restaurants and your restaurant may lose a lot of money.

Figure 6

Outcome #2

Employees

If you chose (1) then all of you will be out of a job and you will not be able to afford your living expenses.

If you chose (2) there is a possible chance for you all to settle the conflict
Step towards a resolution

If you chose (3) then you will be arrested by the police called in by your boss.

Figure 7

Outcome #2

The owner

If you chose (1) then you will need to train all your new employees which will waste a lot of time and money. The new employees will have a difficult time getting used to the job which might result in slow service and your customers might switch to Burger Queen or Dairy Jack's

If you chose (2) you and your workers might settle the conflict in good terms.
Step towards a resolution.

If you chose (3) you will have called in the police and would have spent a lot of money on police force and caused a commotion that may have scared off a lot of your frequent customers.

Negotiator comes in and makes a contract.

representative of the workers vs. owner

Term #1 Agree or Disagree

Bargain/negotiate

Term #2 Agree or Disagree

Bargain/negotiate

Term #3 Agree or Disagree

Agreement:

Figure 8

Negotiation

1. Listen to the terms and reasons for the dissatisfied workers

2. Listen to the terms and reasons for demanding owner

3. Compromise

Give and take

4. Reach an agreement

^ **Figure 9a**

Debriefing

B. Elaboration of the model

Debriefing

Labor unions are viewed in two ways. One view is that it is a monopolistic organization and the other is that it is a collective voice and institutional response system.

The monopoly view suggest that

1. unions raise members wages at the expense if unorganized labor and

2. managers complain about the inflexible operation and work disruptions due to union.

3. Social critics criticize unions calling them elitist, non-democratic and crime ridden institutions.

The collective voice view argues that

1. collective bargaining can induce better management and higher productivity.

2. Unions can increase the development and retention of skills, provide information about what occurs on the shop floor, improve morale and pressure the management to be more efficient in its operations.

3. It can raise wages, protect against arbitrary

Figure 9b

management decisions

4. It is a voice at the work place and in political arena

Union deliver the "goods" by providing higher wages and benefits as well as a voice at the bargaining table and on the shop floor. Unions reduce wage inequality, increase industrial democracy, raise productivity, while in the political sphere, unions are an important voice for some of our society's weakest and most vulnerable groups.

There are two basic mechanism for dealing with social or economic problems

1. EXIT and ENTRY
2. VOICE

The exit and entry is a response to a difference between desired and actual social condition. Here the individual has the choice of choosing to stay or move. "Taking the business elsewhere" Example. Dissatisfied customer can switch product, diner chooses another

Figure 9c

restaurant. In the labor market, exit would be synonymous to quitting. By leaving the undesirable job for a better job. Voice refers to the use of direct communication to bring actual and desired condition closer together . This means talking about the problems, complaining to the store or restaurant . In a political in a democratic process through voting, discussing and bargaining. In the job market, voice means discussing with an employer conditions that ought to be changed, rather than quitting the job. A trade union is the vehicle for the collective voice.

1. For the Benefit of the Majority It is more effective when voicing a grievance that it is done collectively instead of individually in the work place because the conditions in the workplace is public and effect the members of all the workers. Such things as safety conditions, lighting, heating, the speed of production line, pension plan etc. Without a collective organization the incentive for the individual to take the effect of his or her action on others or to express his/her preference or to invest in time and money in changing conditions is likely too risky to spur action.

Figure 9d

Why not let Harry do it attitude will prevail and the benefit no cost attitude will cause a problem of "free riders"

2. Danger of Job Loss Another reason why collective action is necessary is that workers tied to a firm will want to stay on the good side of the employer's heart because he/she is the one who may fire him or her. If the labor market was one in which fired employees could easily find another job, this wouldn't be a problem. But its not like that. Danger of job loss makes voicing risky. However, collective voice is protected by the support of all workers. Union consider and take a sum of preferences for the work condition to the bargain table.

Manager's role:

Manager may use the collective bargaining process as a mean to improve the operation of the workplace and the production process. It also opens up the communication lines between the employer and the workers. The company can become more efficient because by the voice/response approach the union may raise

Figure 9e

productivity. First voice at a work place reduces the rate of quitting. since the lower quitting means that it will involve less hiring and training cost and less disruption in the flow of the company they should raise productivity, Whereas if the dissatisfied workers all decided to quit, that would leave the employer with a lot of wasted money on training new employees who will naturally be slow at their job for a while.

Figure 9f

C. Follow up activities

Debriefing

1. Read about the working conditions during the Industrial Revolution

2. What actions were taken then?

3. Who were the influential leaders?

4. What were the Court cases and rulings that affect today's labor conditions?

5. Appreciate the lasting contribution to historical event

6. Recognize the importance of Collective Bargaining and Negotiation to resolve conflict

Figure 10a

Students' Preference for simulation

Experimental group's responses:

Student #1

I liked when we got to be the employers at McKing's and worked out conflicts with the boss to get our demands.

My favorite part of the lesson was when we did the bargaining. It was fun to do the bargaining because there was a lot of conflict and a lot to bargain for.

I like when we got to strike and fight for our demands like better salaries and other stuff.

* What I liked the most is getting into groups and getting to work together. It was very fun

My favorite part is acting like bosses and making deals also I liked Samuel Gompers' visit.

I likes the part when Samuel Gompers came into class

Figure 10b

and told us about worker's demand.

* The lesson I liked was McKing's Food Restaurant. The reason why is because there was a conflict but we settled it by talking to the employers.

Chapter 7 was my favorite chapter because it was fun going up and talking to our bosses.

* I liked when we did the strike. It was very fun . I never got to do that before and I like it.

The part I liked most was the one about Samuel Gompers. I learned that he encourages workers to go on strike.

The part that I enjoyed was bargaining at McKing's restaurant(especially making the deals and telling them to pay for their own injuries) I want to thank you for letting us do that in Social Studies.

* My favorite part is acting out the thing about McKing's because I had a better understanding.

Figure 10c

* The best part is when we were at McKing's. I learned a lot like listening to other people's thoughts.

* The best thing I likes about this lesson is when we had teams trying to negotiate because it was fun and it taught me what to do if I work with low pay.

* I learned that you can reason with someone even when I did not get my demands.

I likes the part where the class would try to settle everything but they would only listen to only one of our reasons.

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